

The 21st Century Skills and Job Performance of Teachers

Dr. Mark Anthony Cenas Pa-alisbo

Faculty of Education, St. Theresa International College

1 Moo 6 Rangsit- Nakhon Nayok Road Klong 14, Bungsan, Ongkharak, Nakhon Nayok, Thailand

Tel: +66(0) 3734-9933 E-mail: paalisbo.mark07@gmail.com

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Abstract

The Philippines' Department of Education through the implementation of the Basic Education Sector Reform Agenda (BESRA) is pursuing a package of policy reforms to further improve education. One of its reforms is the K-12 Program which has opened the way to the mandated 21st Century Skills. These include Learning and Innovation; Information, Media and Technology; and Life and Career Skills. One of its progress indicators is the use of the National Competency-Based Teacher Standards (NCBTS) for assessing teachers' job performance through the self-assessment tool named as Teachers Strengths and Needs Assessment (TSNA).

The study sought to identify the teachers' skills and job performance; the relationship of teachers' skills and job performance and the difference of both when teachers are grouped according to profile. It employed the descriptive-correlational research design with emphasis on survey method. The frequencies, percentages, means, Pearson r, Multivariate Analysis of Variance (MANOVA) were the statistical measures utilized. Results revealed that teachers are moderately competent in terms of the 21st century skills. Teachers have assessed themselves as very satisfactory in terms of the NCBTS. There is also a significant relationship between teachers' skills and job performance. Lastly, there is no significant difference on both when grouped according to profile.

Therefore, the teachers' skills complement the NCBTS. It can be a very good tool to assess job performance for they are all anchored in the road map of the Basic Education Sector Reform Agenda (BESRA). The DepEd, with its programs, projects and initiatives goes hand and hand with the NCBTS. It is recommended that DepEd should firmly implement the triangulation method of assessing job performance of teachers by means of intensive monitoring from the highest down to the lowest ranks other than just mere self-assessment.

Keywords: Teachers' skills, Job performances, Assessment, 21st century skills

1. Introduction

The Philippines is in the midst of tremendous change in education and in the verge of still greater ones. Education today is different from what it was ten or fifteen years ago, and it will be more difficult as people carry on their tasks in providing the culture of learning and quality education.

The teaching profession is a challenging vocation that calls for highly skilled and performing individuals. The intricacies of the work coupled with the demanding needs of the times have posed challenges to the teachers. The new teaching paradigm of DepEd on international, national and local competitiveness is the implementation of the K to 12 Basic Education Program to all public elementary and secondary schools in the Philippines by President Aquino III. This curricular reform has developed a framework which aims for the holistic development of the learners and opened the way to the mandated 21st Century Skills (*K- 12 Basic Education Program, 2012*). These include teachers' minimum level of competencies in Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills. This is a breakthrough in the field of education which is tantamount to redirection of skills and competencies of teachers. Such competencies will take a pivotal role in gauging job performance which is one of the indicators if education has met certain level of standards. Performance is equated with quality and excellence.

With the advent of 21st Century Skills and the NCBTS, school reform has framed the impetus for changing the roles of educators and the learning climate of schools. It has significantly impacted teachers' role as agents who seek to establish a new culture within a school which may affect change throughout a system.

The Department of Education Region XII has its own share in cascading these government mandates. The teachers are diverse in several aspects. In Cotabato City District III, its teaching force generally consists of a large population of teachers who are old in the teaching profession. Equally, the school has exerted effort to upgrade their teaching performance through technology-oriented teaching strategies and seminars on modern leadership skills.

Observations reveal that sporadic seminars and trainings are not adequate to sustain interests and meet minimum level of performance. In addition, they also have heavy workloads which made them hard to cater with the needs of diverse learners. In this context, the researcher with great curiosity would like to delve further in the situation whether job performance of teachers in reference to the 21st century skills is within the standard performance rating stipulated in the reform thrust of the Department of Education.

1.1 Related Literature

21st Century Skills and Job Performance

The review of related literature talks about the 21st Century Skills which is a global framework and one of the essential core elements of the K-12 Basic Education Program of the Department of Education that calls for holistic development of the learners in the fast-changing 21st century world. The framework formulated by the Partnership for 21st Century Skills include Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills. In line with this, DeSimone, et.al; Garet, et.al and Blumenfeld, et.al as cited in Windschitl (2009) in his study on science teacher readiness, said that in order to cultivate 21st Century Skills, there should be active learning opportunities, practice and evidence of student learning. This also includes modern and innovative ways of assessment in the 21st Century.

According to Genzon (2009), in order to prepare students for 21st century life, educators can build on educational goals that have been long a part of a global heritage. Corpuz & Salandanan (2012) stated that, in order to remain relevant and interesting, the teacher must possess 21st century skills.

Job performance is a very crucial element in the workplace. Teachers execute their performance in the field not only in teaching but exercising other job-related functions as well. Job performance of teachers is assessed through the self-assessment tool called the Teachers Strengths and Needs Assessment (TSNA) which is incorporated in the National Competency-Based Teacher Standards (NCBTS).

1.1.1 Statement of the Problem

The researcher sought answers to the following research questions:

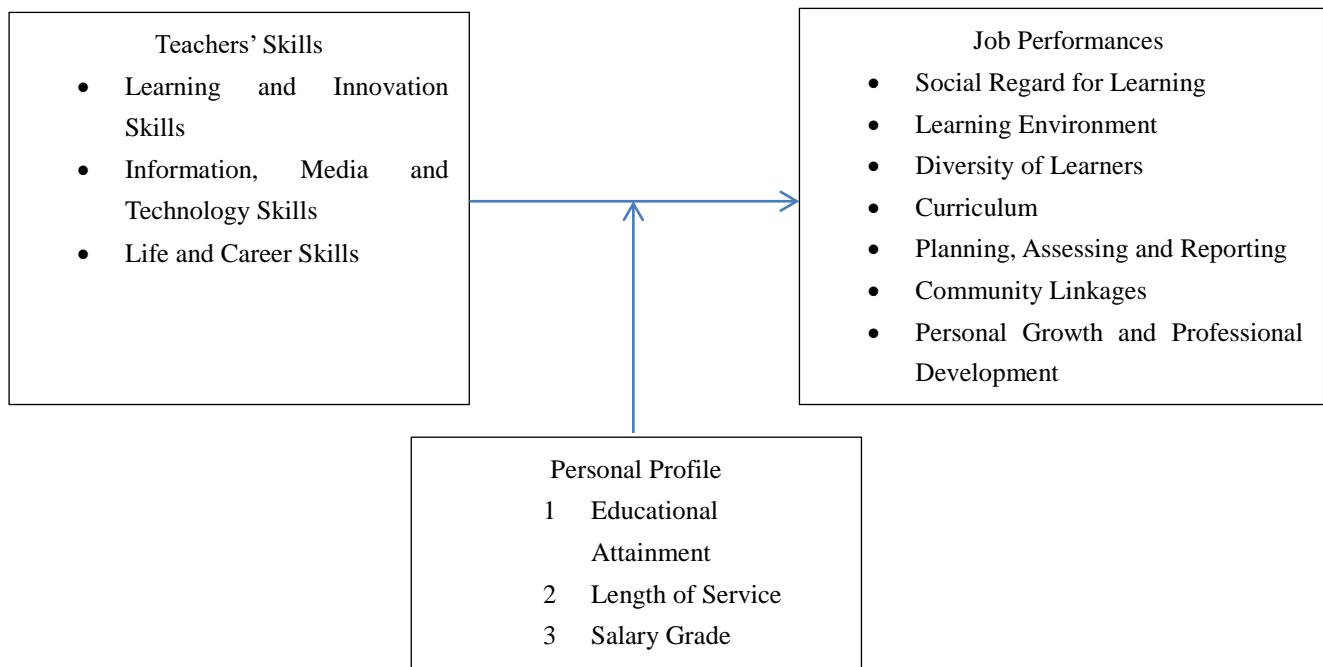
1. What is the personal profile of the teacher-respondents in terms of (a) educational attainment, and (b) length of service and (c) salary grade?
2. What are the 21st Century Skills manifested by the teachers in terms of (a) Learning and Innovation Skills, (b) Information, Media and Technology Skills and, (c) Life and Career Skills?
3. What is the job performance of teachers based on the National Competency-Based Teacher Standards?
4. Is there a significant relationship between the 21st Century Skills and job performance of teachers?
5. Is there a significant difference between 21st Century Skills of the respondents when grouped according to (a) educational attainment (b) length of service and (c) salary grade?
6. Is there a significant difference between job performance of the respondents when grouped according to (a) educational attainment (b) length of service and (c) salary grade?

1.1.2 Theoretical Framework

This research was based on the Self-Efficacy Theory. According to Albert Bandura as cited in Corpuz & Salandan (2011), self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations.

This theory serves as a basis of the study for the teachers will conduct themselves on self-assessment of their job performance and 21st Century Skills. Teachers will carefully assess and reflect on their strengths and weaknesses. This will help them recognize and enhance their strengths and correct weaknesses.

1.1.3 Conceptual Framework



2. Research Design

This study employed the descriptive- correlational research design. The data consisting of the personal profile of the respondents were described. The teachers' skills were identified based from the standardized framework. In addition, the job performance of teachers was assessed through the NCBTS.

2.1 Respondents

The respondents of the study were the regular permanent elementary school teachers of the Department of Education - Cotabato City District III for School Year 2016-2017.

2.2 Instruments

A survey questionnaire was used in the research study to be accomplished by the teacher-respondents. The questionnaire was composed of the following main parts: Part I focused on the Personal Profile, Part II focused on the 21st Century Skills adapted from the framework formulated by the Partnership for 21st Century Skills (2002); and Part III identified the levels of job performance of based on the NCBTS Framework.

3. Results and Discussions

Table 1. Profile of the Teacher-Respondents (N=42)

Variables	Frequency (f)	Percentage (%)
Educational Attainment		
College Graduate	30	71.4
With Masteral Degree	12	29.6
Length of Service		
Neophyte (0-5 years)	9	21.4
Semi-Veteran (6-10 years)	11	26.2
Veteran (11 years and above)	22	52.4
Salary Grade		
11 (Teacher I)	23	54.8
12 (Teacher II)	7	16.7
13 (Teacher III)	10	23.8
18 (Master Teacher I)	1	2.4
19 (Master Teacher II)	1	2.4
Total	42	100%

L.R Sebastian Elementary School consists of teachers who finished tertiary level. Majority of them belong to the veteran group and earn a salary grade of 11. This result implies that majority of the teachers are having Teacher I positions even if they were already in the teaching service for eleven years and above. It means that in general, the profile of the teachers in the said school shows a bigger number of seasoned teachers who were still in the basic level position since they entered the profession.

Table 2. Teachers' Skills (N=42)

Scale	Learning and Innovation Skills		Information, Media and Technology Skills		Life and Career Skills	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Not Competent	0	0	0	0	0	0
Poorly Competent	0	0	1	2.4	0	0
Competent	13	31	20	47.6	11	26.2
Moderately Competent	27	63.3	18	42.9	29	69.0
Highly Competent	2	4.8	3	7.1	2	4.8
Mean	3.69		3.59		3.74	
Description	Moderately Competent		Moderately Competent		Moderately Competent	
Total	42	100	42	100	42	100

Teachers assessed themselves as moderately competent in the 21st century skills. These results show that they have substantial knowledge and understanding of these aspects but have not reach exemplary rating. This is supported by the statement expressed by Corpuz & Salandan (2012), that in order to remain relevant and interesting, the teacher must possess 21st century skills. They also added that the 21st Century teacher is one who is adequately equipped with the mentioned skills, highly collaborative, a lifelong learner is accountable for results and ICT literate.

Table 3. Teachers' Job Performance (N=42)

NCBTS Domain	Mean	Description
1.Social Regard for Learning	3.92	Very Satisfactory
2.Learning Environment	3.77	Very Satisfactory
3.Diversity of Learners	3.66	Very Satisfactory
4.Curriculum	3.67	Very Satisfactory
5.Planning, Assessing and Reporting	3.71	Very Satisfactory
6.Community Linkages	3.73	Very Satisfactory
7.Personal Growth and Professional Development	3.83	Very Satisfactory
Overall Mean and Description	3.75	Very Satisfactory

The job performance of teachers has resulted to a very satisfactory rating. It means that the teachers are advanced in the demonstration of knowledge, skills and attitudes and have comprehensive knowledge and understanding of the standards but have not reached the exemplary rating.

Teachers' major task is to teach the learners with the essential competencies expected of them. It is also one of the factors that will determine teachers' performance and quality of students' achievement. It also affects

school achievement when it comes to learning outcomes. These are supported by Sergeant (2009), in his controversial report that schools are failing because teachers spend too much time fulfilling government initiatives instead of teaching.

Table 4. Overall Relationship of Teachers' Skills with Job Performance

Job Performance			21st Century Skills	
National Standards (NCBTS)	Competency-Based Teacher		r value	p value
			.748	.000
Interpretation			Significant	

The 21st Century Skills has a significant relationship to the job performance of teachers based on the NCBTS.

First, Learning and Innovation Skills, this is significantly related with Personal Growth and Professional Development which contains strands on the teachers' competencies on keeping abreast with recent developments in education. Teachers should always be updated with different educational innovations and latest issues concerning education. Moreover, it is also found in the Curriculum domain which shows indicators on teachers' ability to create situations that encourage learners to use higher order thinking skills. The same is true with communication and collaboration skills, which speaks of teachers' role in using individual and cooperative learning activities as well as communicating higher learning expectations to each learner.

Second, in terms of the Information, Media and Technology Skills, common standards are also found in the Curriculum domain. This comprised the teachers' competencies on: selecting, preparing and utilizing technology in teaching and learning. According to Corpuz & Salandanan (2012), technology literacy is computer skills and the ability to use computers and other technology to improve learning, productivity and performance.

Third, the Life and Career Skills has greater commonalities with the Community Linkages domain. This includes the teachers' demonstration of establishing learning environment that respond to the aspiration of the community; using community resources to support learning; participating in community activities that promote learning; and encourages students to apply classroom learning to the community.

Table 5. Difference between the Teachers' Skills when Grouped According to Profile

Profile	Label	Mean	Wilks Lambda	p value	Interpretation
Educational Attainment	College Graduate	3.66	.751	.403	Not Significant
	With Masteral Degree	3.83			
Length of Service	Neophyte	3.64	.686	.780	Not Significant
	Semi-Veteran	3.71			
	Veteran	3.79			
Salary Grade	11	3.66	.483	.882	Not Significant
	12	3.60			
	13	3.89			
	18	4.03			
	19	4.42			

The 21st Century Skills of the teachers does not differ when grouped according to profile. They believe that they can manage to perform the expected skills from them. It also implies that the teachers' self-efficacy really matter when they self-assessed their competence in terms of the 21st Century Skills.

Table 6. Difference between Teachers' Job Performances when Grouped According to Profile

Profile	Label	Mean	Wilks Lambda	p value	Interpretation
Educational Attainment	College Graduate	3.60	.946	.674	Not Significant
	With Masteral Degree	3.91			
Length of Service	Neophyte	3.64	.146	.644	Not Significant
	Semi-Veteran	3.59			
	Veteran	3.76			
Salary Grade	11	3.61	.766	.807	Not Significant
	12	3.67			
	13	3.83			
	18	4.00			
Page 7	19	4.05			

The job performance of teachers does not necessarily differ in terms of educational attainment, length of service and salary grade. As perceived and assessed by the teachers, they are equipped with these essential competencies and standards expected of them as public school teachers under the banner of DepEd.

On the part of the neophyte teachers, they have already studied during their tertiary level the competencies expected of them. On the other hand, among the teachers who belong to the veteran group, they have not studied in their time about NCBTS which indicates teachers' competencies but taking into consideration their actual teaching experiences, they were developed as good and effective teachers.

4. Conclusions

The 21st Century skills of teachers complement the National Competency-Based Teacher Standards (NCBTS). There was a consistent competency level in terms of the teachers' self-assessment. The commonalities of these tools are all anchored in the road map identified by the government as Basic Education Sector Reform Agenda (BESRA).

The Department of Education (DepEd), with its programs, projects and initiatives goes hand and hand with the competencies stipulated in the NCBTS. This is very essential in order to have balance and congruence in terms of the desired performance standards and actual teaching by educators.

The 21st Century Skills and Job Performance of Teachers did not vary in terms of educational attainments, length of service and salary grade. Young professionals have been developed in their pre-service years while the seasoned teachers have been honed through the passing of the years though slightly different in computer literacy; it is understandable that younger ones are into technology. Trends in globalization have recently emerged and the new teachers are the recipient.

Generally, the 21st century skills are reflective of the NCBTS which is the assessment tool for teachers' job performance.

5. Recommendations

It is recommended that the Department of Education should firmly implement the intensive monitoring and evaluation teachers' job performance of from the higher ranks, district supervisors, school heads, peers and pupils or learners other than just mere self-assessment. Public elementary schools must improvise and sustain their own Professional Development Program which will help teachers in developing their 21st Century Skills. The DepEd should sustain its own framework of the 21st Century Skills with more comprehensive and detailed elements in assessing job performance.

Teachers should also utilize the 21st Century Skills framework as self-assessment tool to assess and monitor their job performance. The public elementary schools must design an intensive training and workshops on enhancing teachers' 21st century skills particularly the Information, Media and Technology Skills. The curriculum developers should focus on teachers' development program in terms of technology integration in teaching. Teachers should be more exposed to trainings on special education and intervention programs for learners-at-risk. Finally, the 21st Century Skills should be fully-developed in order to meet the maximum effect in terms of Job Performance.

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